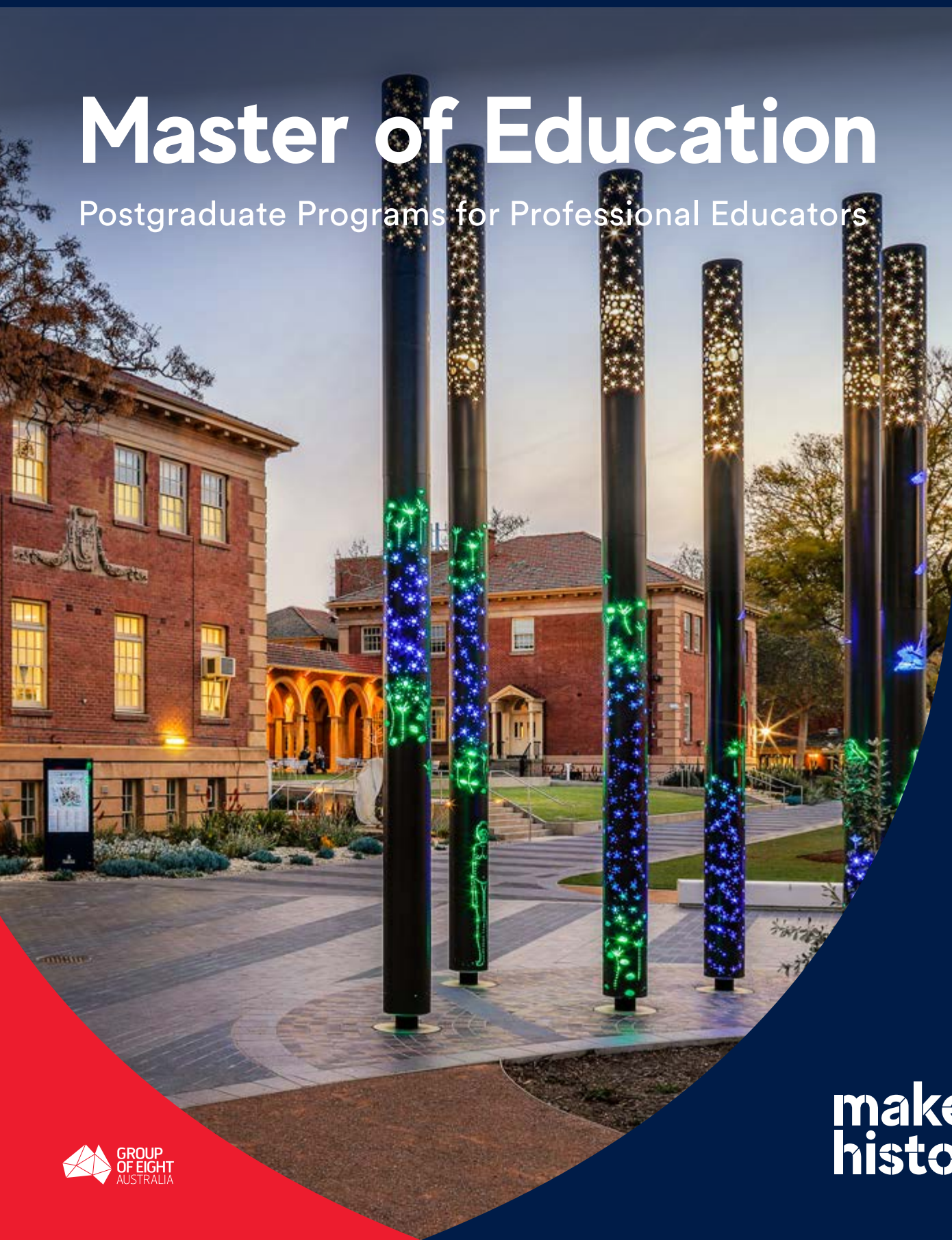




THE UNIVERSITY
of ADELAIDE

Master of Education

Postgraduate Programs for Professional Educators



Our unique Master of Education is based on cutting-edge research, ensuring this professional degree is suitable for a variety of educators.

Contents

Message from the Head of School	/ 1
Why the University of Adelaide?	/ 3
Why choose a Master of Education?	/ 4
Master of Education	/ 5
Educational Leadership and Wellbeing	/ 6
English Language Teaching (ELT)	/ 9
Research	/ 10
How to apply for the Master of Education	/ 11
Research programs and entry requirements	/ 12
Pathways to the Master of Education	/ 15
Master of Education Teaching Team	/ 17
Degree Structure	/ 18



**make
history.**

Message from the Head of School

Welcome to the School of Education and the University of Adelaide.

The School of Education is one of Australia's most innovative educational research-intensive Schools. Recently, Education was ranked #97 in the world by the Times Higher Education World University Rankings 2024 by subject highlighting the team's research and teaching in education, teacher training, and academic studies in education.

Our Master of Education is an evidence-based postgraduate program with a focus on contemporary learning and teaching. Our Alumni are demonstrating significant impact on the broader education community

in South Australia, across Australia and also internationally. We welcome students with a wide variety of backgrounds and experiences.

Our unique Master of Education is based on cutting-edge research, ensuring this professional degree is suitable for educators who aim to:

- lead evidence-based approaches to transform education outcomes
- positively inspire and lead the creation of safe, inclusive and innovative learning environments
- learn about the latest educational research and how this can be applied immediately in the workplace
- lead and engage diverse communities by inspiring exemplary cultures of learning, professionalism and respect.



We offer face-to-face classes, blended online learning, workshops and intensives - enabling you to learn flexibly and at your own pace. By enrolling in the Master of Education, you will learn about the latest educational research and how this can be applied immediately in the workplace.

I look forward to meeting you.

Professor Susan James Relly
Head, School of Education
The University of Adelaide





Why the University of Adelaide?

The University of Adelaide is a world-class teaching and research institution. We pursue innovation and prepare the leaders of tomorrow.

As Australia's third oldest University, we have a well-established reputation for excellent and progressive thinking, and are proudly ranked 111 in The Times Higher Education 2024 World Rankings.

We recognise exceptional people as one of our greatest assets. The University of Adelaide has 114 Rhodes Scholars and five Nobel Laureates among its distinguished alumni. We attract talented staff to guide the best and brightest students.

We are committed to developing quality graduates who are recognised for their skills, creativity, global outlook and ability to succeed. Students learn from academics who are global leaders in their field and international counterparts from over 100 different countries – providing the opportunity to build strong global networks.

Our Nobel Laureates

The Nobel Prize is an international award given yearly since 1901 for achievements in physics, chemistry, medicine, literature and peace. The University of Adelaide is associated with five Nobel Laureates, and has a long history of groundbreaking research and scholarship of international significance.

1915

Sir William Henry Bragg and William Lawrence Bragg: Physics
For their services in the analysis of crystal structure by means of X-rays.

1945

Sir Howard Walter Florey: Physiology or Medicine
For the discovery of penicillin and its curative effect in various infectious diseases.

2003

John M Coetzee: Literature
For his contribution to literature.

2005

Dr J Robin Warren AC: Physiology or Medicine (joint)
For his discovery of the bacterium *Helicobacter pylori*, and its role in gastritis and peptic ulcer disease.

Why choose a Master of Education?

If you've already completed a teaching qualification and worked as a teacher in Australia for two years, you may be granted up to 24 units of credit.



Designed for education sector professionals: leaders, teachers, consultants, trainers, researchers

#97
in the world
for Education[^]

[^]2024 Times Higher Education (THE) World University Rankings by Subject



Devised in consultation with educational leaders from government, catholic and independent schools in SA, nationally and internationally



Mapped against the Australian Professional Standards for Teaching and Australian Professional Standard for Principals

03
Specialisations



Focus on practical application of the latest educational theories, evidence-based teaching practice, and leadership capabilities



Master of Education

Lead educational change and innovation

Our Master of Education focuses on three areas of specialisation. To complete a specific specialisation, you need to complete all four courses in one of the following areas:

- **Educational Leadership and Wellbeing:** Strengthen your knowledge and understanding of leadership and management theory and its application in education to lead change.
- **English Language Teaching (ELT/ TESOL):** Learn the latest strategies to become an effective educator of English Language Teaching (ELT).
- **Research:** Strengthen your understanding and skills in educational research with the option of going on to a PhD.

Outcomes

The Master of Education is for professional educators who aim to:

- develop and extend their leadership and management positions within a diverse range of educational settings
- become policymakers in government, not for profit and non-government educational agencies
- undertake extended professional development and expertise in a range of specialisations
- undertake higher research in the future.

When you complete this program you will be able to:

- lead evidence-based approaches to transform education outcomes positively
- prepare to teach in higher education
- inspire and lead the creation of safe, inclusive and innovative learning environments
- lead and engage diverse communities by inspiring exemplary cultures of learning, professionalism and respect.

Core courses

Students without an existing teaching qualification must complete core courses to the value of 30 units comprising of:

- Educational Leadership in Diverse Contexts
- Education Major Project
- Education Policies and Systems
- Curriculum Development and Innovation
- Pedagogical Engagement for Learning
- Assessment and Evaluation
- Research Design
- Introduction to Wellbeing in Education

Recognition of Prior Learning

Students granted one year of prior learning complete core courses to the value of 9 units, comprising of:

- Research Design
- Education Major Project

“My relationship with the professors is an invaluable part of my time studying here – they encourage and support me in my study so I can achieve good marks. After I graduate, I would like to contribute to educational policy interventions in my country and help train head teachers to improve the education system in Nepal.”

Dal Bahadur Surnar

Master of Education student from Nepal



Educational Leadership and Wellbeing

Strengthen your knowledge and understanding of leadership and management theory and its application in education to lead change.

About

Leadership is recognised as one of the critical drivers for educational improvement. This specialisation emphasises evidence-based strategies to build your self-awareness and leadership capability to lead educational change. You will focus on the self-reflection and self-regulation essential for leadership in challenging circumstances. We'll cover the latest findings and change processes including appreciative inquiry and positive organisational scholarship to build sustainable change in diverse educational settings.

Educational Leadership and Wellbeing courses include:

- Mentoring for Teachers
- Leading Self and Others
- Leading Wellbeing

- Leading Positive Change
- Contemporary Issues in Wellbeing Education
- Psychological Theories of Education

Outcomes

Upon successful completion of this specialisation you will be able to:


- reflectively analyse and evaluate your leadership strengths and limitations to have a positive impact on student outcomes
- apply evidence-based models of leadership that have a positive impact on student outcomes
- critique, evaluate and apply evidence-based approaches to leadership in diverse contexts
- create and initiate positive approaches to organisational change.

“The University’s ranking in the top 1% of Universities worldwide speaks to its impressive plethora of research and innovation, and I knew I would be in the hands of experienced professors and tutors with unique educational research backgrounds. One year into this Master’s degree I can say this has certainly been the case.”

Imogen Misan

Master of Education student



A woman with dark hair pulled back, wearing a black long-sleeved top and a black skirt, is sitting on a green metal bench with a wooden seat. She is smiling and looking towards the camera. The background shows a brick wall and a white building.

“As a full-time teacher and mother to three, the Master of Education has offered me a flexible approach to furthering my knowledge in the realm of leadership and innovation in Education. Having the flexibility of the mixture of independent online learning, and face-to-face 2-day intensive workshops with my lecturers and peers, means that I am set up for success in my studies, whilst also being able to meet my work and life commitments.”

Bonnie Dawson

Master of Education student

“Working full time and studying - the generous support I have received by staff at Adelaide University has been incredible. Undertaking leadership courses this year has made me reflect on my leadership role and improve my practice.”

Alina Meich

Master of Education student



English Language Teaching (ELT)

Learn the latest strategies to become an effective educator of English Language Teaching (ELT).

About

The English Language Teaching (ELT) specialisation focuses on theory and practice for effective teaching of English as an additional language within the context of small group teaching in culturally diverse settings. You will be able to make evidence-based decisions about the best strategies used to teach English.

This specialisation is suitable for professionals seeking a qualification in Teaching English to Speakers of Other Languages (TESOL). If you are already working in this industry, or are planning to, then this practical program is highly suitable for you.


English Language Teaching courses include:

- Language Analysis for English Language Teachers
- Intercultural Competencies in English Language Teaching
- English Language Teaching in Practice
- English Language Teaching Methodology.

Outcomes

Upon successful completion of this specialisation you will be able to:

- demonstrate an in-depth knowledge of the systems, structure and functions of language in an English Language Teaching context
- plan and design appropriately resourced learning experiences for the needs of diverse language students
- implement planned teaching practices in relation to good practice principles applicable to an English Language Teaching context and participate in self-reflection and peer interaction
- critically review research related to the interconnectedness of language and culture including the implications of cross-cultural misunderstanding.



“The Master of Education allowed me to connect the research directly with my work in schools and for the SACE Board of South Australia. My world of teaching, research, and innovation coexist through the qualification. The greatest joy had been the relationships forged. The faculty is filled with exceptional academics. I have been able to truly connect and learn with these champions of future focused education.”

Glen Arthur

Master of Education student

Research

Develop the skills to undertake education research with our internationally recognised team. You will work closely with one of our researchers on a dissertation in an area of your interest.

About

The ability of professional educators to critically interpret evidence is one of the most significant skills to improve student outcomes. The research specialisation focuses on the underpinning theories and ethical frameworks to undertake educational research.

Research courses:

- Education Dissertation Part 1
- Education Dissertation Part 2
- Research Communication
- Approaches to Quantitative Methods
- Approaches to Qualitative Research

Students intending to pursue a Higher Degree by Research should complete a 12-unit dissertation (Education Dissertation Part 1 and Education Dissertation Part 2) instead of the core course Education Major Project and an additional 6 units, as core courses, from the Research specialisation.

Outcomes

Upon successful completion of this specialisation you will be able to:

- critically examine, synthesise and interpret information
- design and implement innovative educational interventions to have a positive impact on policy and practice
- apply advanced data analysis techniques to research data
- communicate inquiry-based outcomes to stakeholders.

How to apply for the Master of Education

Postgraduate entry requirements

Entry is competitive—the minimum academic entry requirement is a bachelor degree or equivalent qualification from a recognised institution.

Credit for previous study

Students who have successfully completed a qualification which allows them to register as a teacher in Australia at AQF Level 7 or higher, and who have subsequently completed two years of teaching practice, may be granted up to 24 units of advanced standing.

Alumni 15% Tuition Fee Discount

We value our students' passion for lifelong learning and are delighted to offer alumni a 15% discount on tuition fees. Check your eligibility at: adelaide.edu.au/study/postgraduate/coursework-degrees/alumni-tuition-fee-discount

Future Talent Scholarship

If you are passionate about upskilling to provide leadership and innovation within your industry, consider applying for the Future Talent Scholarship. Learn more: scholarships.adelaide.edu.au/Scholarships/postgraduate-coursework/faculty-of-arts/future-talent-scholarship

Domestic applicants
Apply via satac.edu.au

International applicants
Apply via international.adelaide.edu.au

“This degree invites, provokes and promotes us to engage with cutting edge literature on leadership and innovation. I have enjoyed networking with like-minded individuals and taking part in the highly interactive and innovative classes.”

Ben Heathcote
Master of Education student





Research programs and entry requirements

Established in 1874, the University of Adelaide has developed a reputation for research excellence and is one of the top research universities in Australia.

The University's research initiatives are aimed at delivering real results that contribute to both Australian and international social, economic, cultural and environmental wellbeing.

Employers recognise that University of Adelaide graduates' research ability and broad range of transferable skills equip them well for challenging and diverse roles in industry, government and business, as well as in research and academic organisations.

An overview of admission requirements is provided in the Research Student Handbook.

Research Programs

Doctor of Philosophy

Course duration: 2-4 years full-time

The Doctor of Philosophy (PhD) is the fundamental qualification for a research career or academic position, and is a stepping stone to a range of career opportunities. The PhD typically involves three to four years of full-time research candidature. However, students are permitted to submit their thesis after just two years if their research is complete.

Doctorates at the University of Adelaide require compulsory participation in the:

- **Integrated Bridging Program-Research (IBP-R).**

The IBP-R is conducted over one semester to help international students gain quick and effective access to the academic, linguistic and cultural conventions of postgraduate study at the University.

- **Career and Research Skills Training (CaRST) program.**

Students must complete 120 hours of CaRST activities prior to thesis submission.

In the course of completing the degree under appropriate supervision, candidates develop the capacity to conduct research independently at a high level of originality and quality, and make a significant original contribution to knowledge in their chosen discipline.

Professional Doctorate

Course duration: 2-4 years full-time

Availability: Education and nursing

Adelaide offers two professional doctorates by research in the disciplines of education and nursing. Professional doctorates combine research, project activity and advanced coursework in a single program of study, and are specifically aimed at experienced practitioners in the field.

Master of Philosophy

Course duration: 1-2 years full-time

Stream: Mixed coursework (33%) and research (67%) or 100% research where exemption from all core IBP-R courses is approved. The Master of Philosophy is offered in every University of Adelaide faculty as the primary research master degree available to prospective research students.

Master of Philosophy students are trained in research methodology and techniques, and engage at an advanced level in the critical evaluation of literature and results in the area of the thesis. Participation in the Career and Research Skills Training (CaRST) program is compulsory, and requires completion of 60 hours of activities prior to thesis submission.

International students will normally be required to undertake the mixed research and coursework stream of the program. This includes completion of the following core Integrated Bridging Program-Research (IBP-R) courses, taught by the University's Professional and Continuing Education (PACE) arm:

- Research Processes
- Research Design
- Research Communication.

Elective coursework units may be selected from relevant master-by-coursework or honours courses approved by the school.

Students granted an exemption from all three core IBP-R courses may elect to undertake the Master of Philosophy by 100% research if desired. Participation in the full, or negotiated, IBP-R may still be required. While Master of Philosophy degrees may include an advanced coursework component, the focus is on research.

“Internationally the University of Adelaide is recognised for its reputation and quality of education. There are many specialisations offered and available to international students like myself and the course structures are thorough, challenging and comprehensive.”

Asirah

Master of Education student



“I knew that the time was right to pursue a Master of Education for a number of reasons. The most significant was probably the realisation that I needed to pursue further study to really enable me to upskill my knowledge of contemporary educational theory in a range of areas to ensure that my professional practice was at the highest possible level.”

Emily Monaghan

Master of Education graduate

Hear Emily talk about her experience in the Master of Education in this [video](#)



Pathways to the Master of Education

Professional Certificate in Education

Conducted over six months, the program is designed for education and training professionals seeking to develop their knowledge and skills in key areas. You'll complete two core courses (6 units worth of study) in one of three areas of specialisation offered in the Master of Education.

Where could it take you?

You could help implement initiatives to improve school students' social and emotional wellbeing. If you're an international student, perhaps you'll lecture on 21st century skills in a higher education institution back home. You'll also have the opportunity to move on into our Graduate Certificate of Education.

Where could it take you?

You could develop initiatives to improve teacher wellbeing within educational communities. You might explore ways to reduce the incidence of cyber-bullying among student cohorts. You'll also have the opportunity to enhance your leadership credentials still further through our Master of Education.

Graduate Certificate in Education

Conducted over six months full-time (or part-time equivalent), this program is for education and training professionals seeking to develop advanced knowledge and skills in key areas. It's also ideal for Bachelor of Teaching graduates seeking deeper insight. You'll complete four core courses (12 units worth of study) in one of three areas of specialisation from the Master of Education.

Master of Education

The Master of Education is designed for school leaders, teachers, educational consultants and professionals working in the education sector seeking to expand their expertise and lead educational change.

This flexible degree focuses on three specialisations and electives to meet your professional learning needs.

MICRO-CREDENTIALS

Keen to fast-track your professional—and career—development as cost-effectively as possible? Our suite of online micro-credentials comprises a range of high-quality, bite-sized courses offering maximum impact for minimal investment.

See page 21 for more information or visit adelaide.edu.au/pace/micro-credentials



Associate Professor Joanna Anderson

Program Director, Master of Education;
The University of Adelaide

Fields of research:

- Inclusive education
- School and system leadership
- Education policy
- Innovative learning environments and inclusive education
- Philosophy of education

Why should students study with the University of Adelaide?

University of Adelaide postgraduate education students collaborate with internationally renowned researchers focusing on the latest research, and who are dedicated to enhancing student outcomes.

Our students experience exceptional learning and teaching, and develop skills for research. They also join a community of like-minded scholars who are committed to leading evidence-based change in education. The University of Adelaide's School of Education has over 100 years of research tradition. It's ranked number one in its field in South Australia, and among the top 100 globally. We connect graduates with a vast international alumni community committed to improving education for all.

Why research Education at Adelaide?

Researchers in the School of Education have a unique research focus on how education leaders create and sustain evidence-based positive learning and wellbeing environments. We are committed to wellbeing education for students, leaders and teachers.

Projects students may be interested in:

- Inclusive education
- Wellbeing education
- School leadership
- System leadership
- Education policy – local, national and international
- Leading change
- Philosophy of education
- Innovative learning environments
- Teacher education reform

Recent publications:

Anderson, J., Page, A., Boyle, C. (2023). At the Nexus of Schooling: The Conflict Between "Special" and "Inclusive" Education. In C. Boyle, & K. Allen, K (Eds.), *Research for Inclusive Quality Education*. Sustainable Development Goals Series. Springer. https://doi.org/10.1007/978-981-16-5908-9_20

Page, A., Anderson, J., & Charteris, J. (2023). Teachers working with students with high and very high needs and their perceptions of Innovative Learning Environments. *Asia Pacific Journal of Education*, 43(3), 895–911. <https://doi.org/10.1080/02188791.2023.2177614>

Anderson, J., Bartlett-Taylor, T., Thraves, G. (2023). Online Professional Experience: Video as a Medium for Observing and Critiquing Classroom Practice. In M. Winslade, T. Loughland, & M. Eady (Eds.), *Work-Integrated Learning Case Studies in Teacher Education*. Springer. https://doi.org/10.1007/978-981-19-6532-6_14

Boyle, C., Costello, S., Anderson, J., Collett, K., Page, A., & Allen, K.-A. (2022). Further development of the Teacher Attitudes to Inclusion Scale: Principal components and Rasch analysis. *International Journal of Inclusive Education*, 1–16. <https://doi.org/10.1080/13603116.2022.2063425>

Boyle, C., Anderson, J., Page, A., & Mavropoulou, S. (Eds.). (2020). *Inclusive Education: Global Issues and Controversies*. Brill.

Master of Education Teaching Team



**Associate Professor
Joanna Anderson**
[Researcher Profile](#)



**Professor
Edward Palmer**
[Researcher Profile](#)



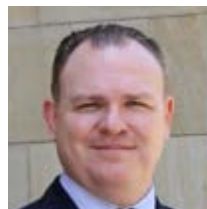
Dr Igusti Darmawan
[Researcher Profile](#)



Dr Robert Matthews
[Researcher Profile](#)



Dr John Willison
[Researcher Profile](#)



Dr Steven Stolz
[Researcher Profile](#)



Dr Nina Maadad
[Researcher Profile](#)



Dr Rachel Bleeze
[Researcher Profile](#)



Dr Brendan Bentley
[Researcher Profile](#)



**Associate Professor
Mathew White**
[Researcher Profile](#)

Degree Structure

Degree structure (no recognition for prior learning)

Applicants without an existing teaching qualification complete 48 units comprising:

1. Core courses to the value of 30 units
2. Specialisation courses to the value of 12 units
3. Elective course to the value of 6 units.

If studying a Research specialisation:

1. Core courses to the value of 24 units
2. Specialisation courses to the value of 18 units
3. Elective courses to the value of 6 units

All specialisations except research (no recognition for prior learning)

YEAR 1	Semester 1	Educational Leadership in Diverse Contexts	Education Policies and Systems	Introduction to Wellbeing Education	Curriculum Development and Innovation
	Semester 2	Pedagogical Engagement and Learning	Introduction to Education Research	Assessment and Evaluation	Elective
YEAR 2	Semester 1	Research Design	Specialisation Course	Specialisation Course	Specialisation Course
	Semester 2	Education Major Project		Specialisation Course	Elective

Research specialisation: Towards PhD (no recognition for prior learning)

YEAR 1	Semester 1	Educational Leadership in Diverse Contexts	Education Policies and Systems	Introduction to Wellbeing Education	Curriculum Development and Innovation
	Semester 2	Pedagogical Engagement and Learning	Introduction to Education Research	Assessment and Evaluation	Elective
YEAR 2	Semester 1	Research Design	Education Dissertation Part 1		Research Specialisation Course
	Semester 2	Research Specialisation Course	Education Dissertation Part 2		Elective

Degree structure with credit for up to one year of prior learning

Applicants with an existing teaching qualification (Australian recognised BEd, GDipEd, BTeach or equivalent), and subsequently completed two years of Australian teaching practice who

have been granted up to 24 units of advanced standing complete the following requirements with a total of 24 units:

1. Core courses to the value of 9 units
2. Specialisation courses to the value of 12 units
3. Elective course to the value of 3 units.

If studying a Research specialisation:

1. Core courses to the value of 3 units
2. Specialisation courses to the value of 18 units
3. Elective course to the value of 3 units

Research specialisation with credit for up to one year of prior learning (24 units): Towards PhD

YEAR 1	Semester 1	Research Design	Education Dissertation Part 1		Research Specialisation Course
	Semester 2	Research Specialisation Course	Education Dissertation Part 2		Elective

■ Core Course ■ Specialisation Course ■ Elective

**27,000
STUDENTS**



**7,000
INTERNATIONAL
STUDENTS**



AREAS OF STUDY



**HEALTH
AND MEDICAL
SCIENCES**



SCIENCES



**ARCHITECTURE,
BUSINESS
AND LAW**



**EDUCATION,
HUMANITIES,
MUSIC AND
SOCIAL SCIENCES**



**ENGINEERING,
COMPUTER AND
MATHEMATICAL
SCIENCES**

**100 COUNTRIES
REPRESENTED IN
STUDENT POPULATION**



TOP 7 REGIONS

- 01 CHINA**
- 02 MALAYSIA**
- 03 HONG KONG**
- 04 SINGAPORE**
- 05 INDIA**
- 06 VIETNAM**
- 07 INDONESIA**





MICRO-CREDENTIALS

From page 15:

Courses offered include:

- EDUC MC1 Contemporary Theories of Mentoring
- EDUC MC2 Mentoring Practices in Leadership
- EDUC MC 3 Mentoring in Diverse Leadership Contexts
- The micro-credentials are worth 1 unit (5 credit points) each towards the following award course: EDUC 7060 Mentoring for Teachers (3 units, 15 credit points).
- Successful completion of all three micro-credentials in this series is equal to completing EDUC 7060 Mentoring for Teachers.
- If you are interested in applying for a postgraduate teaching qualification, once you are accepted, you can apply to use your micro-credential credit towards the following programs:
Graduate Diploma in Education Studies
Professional Certificate in Education
Graduate Certificate in Education
Master of Education
- Participants will receive a soft copy University of Adelaide Statement of Attainment and Certificate of Completion.
- A printed copy and/or a digital copy of your academic transcript may be requested.
- This micro-credential may contribute to earning Continuing Professional Development (CPD) points or credit. Many professional associations accredit CPD at a standard rate of 1 hour of professional development / learning = 1 CPD point. This should be used as a guide only and confirmation should be sought from your accrediting body prior to registration in any PACE micro-credential or program."

Learn more at: adelaide.edu.au/pace/micro-credentials



Further enquiries

The University of Adelaide SA 5005 Australia

enquiries future.ask.adelaide.edu.au

phone +61 8 8313 7335

free-call 1800 061 459

web adelaide.edu.au

facebook facebook.com/uniofadelaid

facebook (faculty) facebook.com.au/uoa.able

twitter twitter.com/uniofadelaid

snapchat snapchat.com/add/uniofadelaid

instagram instagram.com/uniofadelaid

instagram (faculty) instagram.com.au/uoa.able/

wechat UniversityOfAdelaide

weibo weibo.com/uniadelaid

linkedin (faculty) www.linkedin.com/company/uoaable

Disclaimer The information in this publication is current as at the date of printing and is subject to change. You can find updated information on our website at adelaide.edu.au. The University of Adelaide assumes no responsibility for the accuracy of information provided by third parties.

© The University of Adelaide

Published February 2024.

UA31115

CRICOS 00123M

Kaurna acknowledgement

We acknowledge and pay our respects to the Kaurna people, the original custodians of the Adelaide Plains and the land on which the University of Adelaide's campuses at North Terrace, Waite, and Roseworthy are built. We acknowledge the deep feelings of attachment and relationship of the Kaurna people to country and we respect and value their past, present and ongoing connection to the land and cultural beliefs. The University continues to develop respectful and reciprocal relationships with all Indigenous peoples in Australia, and with other Indigenous peoples throughout the world.

